Supporting Social/Emotional Needs in the Classroom

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Confratute 2024
Renzulli’s 3 Ring Conception

Above Average Ability

Creativity

Gifted Behaviors

Task Commitment

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Talent develops in stages

latent  emergent  manifest
Talents develop in stages over time within interest areas if an individual possesses the right combination of ability and aptitudes with opportunity, experience, deliberate practice, support, and encouragement.
<table>
<thead>
<tr>
<th><strong>A Very Bright Child</strong></th>
<th><strong>A Gifted Learner</strong></th>
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<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
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<tr>
<td>Pays attention</td>
<td>Is mentally involved</td>
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<tr>
<td>Has good ideas</td>
<td>Has wild, creative ideas</td>
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<tr>
<td>Answers questions</td>
<td>Discusses in detail</td>
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<tr>
<td>directly</td>
<td>Is beyond the group</td>
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<tr>
<td>Is in the top group</td>
<td>Shows strong opinions</td>
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<tr>
<td>Listens with interest</td>
<td>Constructs abstractions</td>
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<tr>
<td>Understands ideas</td>
<td>Relates well to adults</td>
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<tr>
<td>Relates well to peers</td>
<td>Manipulates information</td>
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<tr>
<td>Absorbs information</td>
<td>Initiates projects</td>
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<tr>
<td>Completes assignments</td>
<td>Is a good guesser</td>
</tr>
<tr>
<td>Is a good memorizer</td>
<td>Is critical of own work</td>
</tr>
<tr>
<td>Is pleased with own work</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Enjoys school</td>
<td></td>
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</tbody>
</table>

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Response to an Assignment
Demonstration of Gifted Behaviours

By certain people

At certain times

In certain circumstances
Social and Emotional Issues
Dispelling Myths

Giftedness does **not** cause social and emotional problems. The challenges faced by some gifted individuals do **not** automatically become problems without intervening factors. Giftedness is **not** comprised of all behaviors that are socially desirable. Gifted students do **not** necessarily have it “all together” and are **not** all “blessed.”
The social and emotional well-being of gifted youth is related to:

the type of giftedness,

personal characteristics,

and

the educational fit.
Findings from Decades of Research

As a group, gifted students are socially and emotionally healthy, and often more well adjusted than many of their age peers.
Gifted children tend to experience more potential conflicts earlier, especially in school, due to the incongruities between their developing abilities, interests, environments, and social expectations.
Preassessment: What do you know about…

Asynchrony
Perfectionism
Overexcitabilities
Underachievement

ACTIVITY:
Draw the most realistic flower in the next 3 minutes
Internal Asynchrony
Advancement over Age Peers
Super Sensitivities

What is considered normal intensity and sensitivity for the gifted is often labeled as neurosis in the general population and as a result, the gifted are personally and emotionally vulnerable to a variety of unique relationship difficulties at home, work, school and in the community.

“Don’t be so…”

“You’re too …”
Most Frequent Referrals for Psychological Testing and/or Services:

- Very bright but lacking common sense
- Seems too emotional; gets intensely frustrated when unable to accomplish a goal
- High activity level and low impulse control
- Can’t seem to complete tasks or stay on track, is disorganized and messy; forgets to turn in work we know he completed
- Bright but won’t do homework; might fail even though doing well on tests
Constantly arguing and defying adults; always looking for a way to outsmart them
Chronic daydreamer, loses everything
Lacks social skills, Not many friends, no interest in reading anything but science fiction
Very advanced in some areas and not others, particularly poor handwriting
Moody and explosive at times
“Very bright but lacks good judgment”

- Judgment is an executive function that is biologically driven and usually develops much later (between ages 16-20) than skills in academic areas (language, math, music, etc).
- In general, the brighter the child, the greater the gap between judgment and intellect.
- Child’s intensity can cause intellectual curiosity to override judgment.
“High activity level and inattention”

- Core symptoms of ADHD are inattention, impulsivity, and hyperactivity.
- Similar to traits of overexcitable or creatively gifted children.
- Inattention in the classroom may also occur in academically under-stimulating environments.
- Many gifted children are misdiagnosed with ADHD.
- Some gifted children do have ADHD, but advanced intellectual abilities can obscure the symptoms.
Perfectionism

DID EVERYONE GET THEIR TEST BACK? AAAAAH! THIS CAN'T BE!
THERE MUST BE SOME MISTAKE! YOU MUST'VE ADDED WRONG!
THIS TOTALLY RUINS MY AVERAGE! YOU HAVE TO LET ME RE-TAKE THIS! PLEASE!
JASON, A "98" IS STILL AN "A." NOBODY UNDERSTANDS A PERFECTIONIST.
Dimensions of Perfectionism
Continuum of Perfectionism

Healthy  Unhealthy

ACTIVITY: Left side of room, with partner, list healthy behaviours
Right side of room, list unhealthy behaviours
Multidimensional Perfectionism Scale Hewitt & Flett (1990)
INSTRUCTIONS: Listed below are a number of statements concerning personal characteristics and traits. Read each item and decide whether you agree or disagree & to what extent. Identify the orientation as Self Oriented, Other Oriented, or Socially Prescribed

- When I am working on something, I cannot relax until it is perfect.
- I am not likely to criticize someone for giving up too easily.
- I find it difficult to meet others’ expectations of me
- I cannot stand to see people close to me make mistakes
- It doesn’t matter when someone close to me does not do their absolute best
- The better I do, the better I am expected to do. Anything that I do that is less than excellent will be seen as poor work by those around me
- I have high expectations for the people who are important to me
Healthy

- develop high standards; high standards matched to person’s limitations and strengths
- develop perseverance
- develop talent
- willing to try new things and take risks
- able to laugh at own mistakes
- enjoy the process of learning
- confident in abilities
- balanced thinking
- driving force to pursue higher goals
- timely completion of tasks
Unhealthy

- damage to emotional well-being and social relationships
- sense of self-worth dependent on performance
- inhibits trying new things
- avoiding experiences where they might make a mistake in public negative self-talk
- preoccupation with evaluation
- underachievement
- anxiety and neuroticism
- black and white thinking: perfection vs. failure
- procrastination
UNREALISTIC SELF-EXPECTATIONS

FORCE YOURSELF TO REPEAT EXPTS, DEMANDING HIGHER STANDARDS

REDUCED PRODUCTIVITY

SELF BLAME FOR INEVITABLE "BAD" RESULTS

PROCRASTINATION, LESS CONFIDENCE, DEFENSIVENESS
Chronic Underachievement

- Discrepancy between potential (ability) and performance (achievement) ** most common understanding
- Discrepancy between predicted achievement and actual achievement
- Failure to develop or use latent potential
Selective Achievement

What are factors that influence underachievement?

- Personality
- Family
- Community and School Environment
- Inappropriate Curricular Experiences
- Peers
- Culture
Selective achievement is based on the student’s values and attitudes towards the 5 interdependent C’s (control, choice, challenge, complexity, caring)

Teacher qualities and expertise are major influences

“Labeling a student an underachiever requires making a value judgement about the worthiness of certain accomplishments...illustrating a values conflict between adult and child.” (Reis and McCoach, 2000, p 156)